

LITERACY AT GOSDEN HOUSE

Key ‘End Points’ in our Learner’s Journey

The Literacy curriculum supports the progress of our learners in achieving our purposeful and ambitious ‘End Points’. These identified ‘End Points’ focus on ‘tooling’ up our eventual Gosden Graduates for their future pathways. In addition to these guiding End Points, all learners have ILPs (Individual Learning Plans) based on their EHCP individual outcomes within the four areas of need, which are developed and progressed throughout their time at Gosden.

Primary End Points

I am able to use my early Literacy skills to support my growing confidence and independence. I engage with a variety of texts, have enthusiasm for language and the experience of Literacy in the world around me.

Secondary End Points

KS3 WIIFM (What’s in it for me) – I will continue to nurture and build my literacy skills, broadening my experience of language and my enjoyment of a variety of texts. In engaging with a wider breadth of learning opportunity, I will develop my functional use of these skills, growing confidence in applying them in real-life contexts.

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KS4 WIIFM– As a Gosden Graduate, I am equipped with functional Literacy skills and an enjoyment of language. I am confident to apply these tools for self-expression and can communicate effectively in my everyday life.

WHAT DO WE BELIEVE IS ESSENTIAL IN THE TEACHING AND LEARNING OF LITERACY FOR OUR GOSDEN LEARNERS?

Our Purpose: At Gosden House, we believe that Literacy is an essential life skill and as such, is prioritised as central to accessing learning across the curriculum. Our high quality literacy education works to provide the foundation for a life-long love of Literacy for our Gosden Graduates. In Literacy, our learning intentions are curriculum based across the school, using the EYFS, National Curriculum, Adult Curriculum and Pearson. These are adapted to meet the needs of our learners, whilst ensuring that they still receive a broad and rich Literacy curriculum. Our Gosden Learning Habits/Muscles are embedded within all areas of teaching and learning in Literacy.

Our Aims:

- To equip our Gosden Graduate with functional Literacy skills, enabling them to manage and communicate effectively with different people through spoken and written language, for everyday life and the workplace.

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- Our Literacy provision to act as a ‘golden thread’, weaved throughout our whole school curriculum.
- For all members of staff to see themselves as teachers of Literacy, valuing opportunities to highlight and develop Literacy across the curriculum.

Our Gosden Learners:

We firmly believe that children facing the toughest challenges every day deserve the best chance to improve their life outcomes. As a school, we are acutely aware of the power of Literacy in improving the life chances of our Gosden Graduates. Statistics show that individuals with an improved reading ability are more likely to gain employment, access preventative health services and have a significantly increased life expectancy, in comparison to the least literate individuals.

We believe that Literacy is central to accessing learning, and in treating it as an essential life skill, we strive to inspire a life-long love of Literacy. This is achieved at Gosden House by providing a consistent, inspirational and accessible Literacy journey from Early Years to Key Stage 4 with a focus on real world implications for their learning.

At Gosden House, our learners create their conceptual understanding over time, building on firm foundations from Early Years, accumulating knowledge as they progress through the school on their journey to become a Gosden Graduate. We value

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our ambitious Literacy curriculum, taking into account the needs of our learners by adapting it, not reducing it.

HOW DO WE DEVELOP, STRETCH AND NURTURE THE ESSENTIAL SKILLS AND KNOWLEDGE IN LITERACY?

Throughout the whole school, Literacy is embedded within the curriculum. All of our pupils are provided with four Literacy lessons per week, focusing on introducing and developing specific Literacy skills. As Literacy acts as a golden thread, these skills will continue to be practiced, applied and refined throughout all other areas of our curriculum. We know that our pupils will not necessarily make linear progress, so as a school, we place value and importance on ensuring that all of our learners develop a deeper and broader understanding of Literacy skills.

Our purpose to inspire a life-long love of Literacy is evident in our Literacy teaching. Our Literacy teaching is immersive, exposing our learners to different cultures, viewpoints and genres through taking a book-based approach to our teaching. We strongly believe that our learners, their cultures and their backgrounds should be reflected in the resources and materials used in their learning, as well as being provided the opportunity to explore a variety of other ‘worlds’. These quality texts are carefully chosen to enable us to investigate a wealth of purposes for writing, and often provide the vehicle by which we are able to deliver exciting and engaging lessons, including grammar, drama, comprehension, punctuation and transcription.

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Phonics -

We believe that effective systematic, synthetic Phonics teaching is key to creating a secure foundation for early Literacy skills. It is through this teaching that our pupils acquire the skills needed to turn sounds into words, and words into sentences in their writing. We also believe that Phonics teaching is one of our early steps towards reading for pleasure, and a life-long love of Literacy.

This is why Phonics is part of our daily timetable throughout our Primary department. With our pupils in mind, we have chosen Bug Club Phonics as our systematic synthetic Phonics programme. All teaching follows the progression set out within the Bug Club programme with complete fidelity, with key resources available in each classroom and learning space. Phonics sessions take place for 20 minutes per day, and pupils are taught in groups at their assessed level. Our learners are assessed each half-term to monitor their progress and ensure they are receiving the appropriate Phonics teaching for their level.

In all of our Phonics groups, teachers use their knowledge and skills to adapt their approach to cater for the individual needs of their pupils. This includes providing additional time to revisit and revise taught inputs, allowing learners time to absorb, process and demonstrate their developing understanding. All of our pupils benefit from learning in a multi-sensory way, which is why as a school we have chosen to implement Cued Articulation as our actions alongside each new sound. Cued

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Articulation is promoted by our Speech and Language team as a strategy for supporting our learners to understand speech production.

Our pupils benefit from access to a fully decodable Bug Club book assigned by their Phonics teacher, which is linked to the sounds taught in their Phonics sessions. These books are assigned weekly to enable our learners to build their confidence and fluency in applying the knowledge and skills taught in their lessons.

At Gosden House, we try to continuously adapt and improve our provision to provide more individualised support wherever we can. Through monitoring our ongoing Phonics assessments, we are able to identify individuals that would benefit from some additional support in developing their early literacy skills. We supplement their Phonics teaching with a Whole Word Reading strategy to help them to progress along in their Literacy journey.

We also know that for some of our learners, it can take longer to acquire and retain the key skills taught in Phonics. For our Secondary department, we have made the choice to implement Rapid Phonics. This is part of the Pearson group, alongside Bug Club Phonics, so our pupils experience consistency in approach. However, Rapid Phonics was selected as an intervention for our older learners as the resources are more age-appropriate. Rapid Phonics resources are available in the Secondary classrooms and learning spaces, supplemented by Bug Club Phonics resource to ensure consistency and familiarity. In addition to phonics intervention groups, we run

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comprehension and SPAG interventions using the Bug Club Comprehension programme. Learners are identified as being eligible for different interventions by assessment and staff knowledge.

Reading -

At Gosden House, we firmly believe that the children facing the toughest challenges every day deserve the best chance to improve their life outcomes. Research has shown that the single greatest indicator of a child's future success is reading for pleasure, with a marked impact on life expectancy, ability to access health services and gain employment. Therefore, reading is at the core of all of our learning throughout the whole school.

As previously explained, our Literacy learning journey begins with daily Phonics teaching, where our learners will begin to segment and blend. They will have the opportunity to practice and refine these skills using their weekly phonetically decodable book, assigned to them by their Phonics teacher based on the learning that week. Pupils who are accessing phonics teaching will also have the ability to access these decodable texts online at home, using the online portal. These Bug Club and Rapid Phonics decodable books are used for our 1:1 reading sessions, where each learner is able to read with a familiar adult three times per week. In addition to this, we also have access to a range of Guided Reading texts, allowing our learners to develop their book and reading skills, as well as build on their comprehension.

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Alongside this, to ensure breadth and reading engagement for our learners, we provide our pupils with access to ‘sharing’ books from a selection of 10 reading schemes. These books have been reviewed, sequenced and catalogued to ensure that they are suitable for our learners and that they are progressive. We strongly believe that it is important for our pupils to have access to a wealth of texts that are at their level, so we provide a book for families to share at home each week.

We are very aware that learners being able to have autonomy when choosing their own books is key way to promote reading for pleasure. To encourage this, we provide all of our learners with the opportunity to choose their own texts to ‘check-out’ from our school libraries, which they are able to take home for the week. This also gives staff the opportunity to engage in ‘book talk’ with their learners, discussing interests, themes and characters, and making recommendations to continue to inspire. As a school, we are aware that not all of our learners have access to a variety of texts of their own. To help them to build their own personal libraries, we engage in a termly ‘Books for Home’ scheme, whereby pupils are provided with a text of interest to them, for them to keep, funded by our school PTA.

Quality texts are integral to our daily practice. They are used in all areas of our curriculum, as hooks, resources and vehicles for the delivery of teaching content. Texts are enjoyed in Story Time, at the end of the day or in transition times. They are provided in every classroom’s book corners, used in Golden Time and are available on

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the playground. Reading is a part of our school’s culture, and is not only celebrated daily, but we also have an annual dedicated reading-themed focus week.

Every member of our classroom staff is a model for reading. We strongly believe that every member of staff is a teacher of Literacy, and as a result, each adult has a role in promoting fluency and prosody, and in building the comprehension skills of our learners.

Writing -

Here at Gosden, we very much believe in celebrating every stage of the developmental process to becoming a writer. We know that the journey to becoming a writer begins with wanting to communicate through making meaningful marks. It is from this milestone that we are able to inspire and motivate our learners to progress on their journey from mark making to transcription and text generation.

Handwriting and spelling (transcription), and sentence construction (text generation) are the foundational skills that enable pupils to translate their thoughts and ideas into writing. Phonics teaching is our process for beginning to introduce grapheme-phoneme correspondences, and letter formation. Our systematic synthetic phonics programme Bug Club provides our learners with a clear visual model of how each letter is formed, accompanied by a formation patten, which is available to each member of staff when supporting writing. As learners progress in their Phonics understanding, their phonological knowledge and segmenting skills become more

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fluent, supporting them to use sounds to build individual words and then simple sentences.

It is through our high-quality Literacy teaching that we then begin to work on text generation. Staff use carefully selected quality texts and a wide range of purposes for writing to build on text generation skills, constructing sentences and using a broad variety of formats. As our learners begin to master these foundational skills, they are able to devote more of their working memory capacity to the executive functioning skills of planning, editing, monitoring and revising.

We know that transcription and text generation place a huge demand on our learner's working memory. To support our pupils in developing these skills, we employ a range of scaffolds for writing, such as sound mats, word banks, writing frames with prompts, graphic organisers, adult modelling and Colourful Semantics.

One of our aims for our Gosden Graduate is for them to be equipped with the skills they need to be able to functionally communicate in the written form. Our Literacy curriculum allows our learners to write for a variety of purposes and for a range of audiences. However, we know that functional communication will look different for different learners. To enable equity for all of our learners, we provide a variety of means to record their thoughts, opinions and understanding. This includes access to laptops and scribes, Talking Tins and recording devices. As a school, we work closely with our Occupational Therapy team to provide individualised supports for the

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physical writing process, and our staff are trained to recognise need and adapt where appropriate. As our learners progress on their journey to becoming a writer, staff will support them with finding strategies to overcome barriers so that they are able to let their imagination flow.

Speaking and Listening -

At Gosden House, our aim is for our Gosden Graduate to be equipped with the skills they need to communicate functionally with different people, in the workplace and in their own personal lives. We see communication as a foundation on which all other aspects of Literacy can be built, and as such, we ensure that we are constantly working on broadening and developing our speaking and listening skills. Our speaking and listening offer is truly cross-curricular, with it being modelled and extended in Literacy lessons, Topic, Music, Maths, assemblies, forest school, school trips and even in swimming lessons. Speaking and listening are taught explicitly and implicitly as part of our daily school life, with conversation skills being utilised and progressed at snack and meal times, and daily exchanges with adults modelling social skills. These vital communication skills are celebrated in our school's Learning Powers, with Explaining, Listening and Asking Questions being seen as essential habits for our pupils to develop their learning.

Whilst it is beneficial for all children and young people to focus on developing language, we see it as a priority for our learners to build their vocabulary and their

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understanding of language. Research in this area highlights that effective language and communication leads to improved reasoning, self-regulation, emotional intelligence and self-esteem. For this reason, tiered vocabulary related to all topics of learning is considered and carefully implemented into teaching. We strongly believe that all of our pupils benefit from being immersed in language rich environments and experiences, expand and challenge their understanding of the world.

Our speaking and listening curriculum is creative and inspiring. Literacy is an exciting and engaging area of learning, and so we see it as important that our learners are given the opportunity to imagine, role-play and perform. Within our Drama lessons with our Creative Arts Co-ordinator, our learners are taught a range of techniques and tools that they can use to express themselves, such as mime, physicality and voice. Opportunities for Drama are also incorporated into our classroom practice, such as role-play corners, Helicopter Stories, hot seating, presentations, debate and play analysis.

We work closely with our Speech and Language Therapy team to ensure that core strategies are engrained in our whole school provision. Staff are experienced in using a range of Speech and Language approaches to develop our pupil's speaking and listening skills. Colourful Semantics is used to support learners at word and sentence level, encouraging them to answer questions and provide detail. Bucket Therapy is used to develop attention and listening skills in a fun, creative and engaging way

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where appropriate. Aided Language Display Boards provide additional mediums by which our learners can respond and share their wants, needs and understanding.

PUPIL LEARNING JOURNEY IN LITERACY

See Appendix:

Gosden Literacy Curriculum Progression Bands1-12

HOW DO WE KNOW OUR LITERACY LEARNERS ARE ACTUALLY LEARNING? HOW DO OUR LEARNERS KNOW HOW THEY ARE DOING?

At Gosden House, we continuously make use of meaningful assessment, feedback and monitoring to support our learners on their Literacy learning journey. We are aware that many of our learners present with spiky learning profiles, and as a result, we see quality assessment as a tool for identifying gaps in knowledge and providing teaching staff with the information they need to plan to progress learning.

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Learning Outcomes – Our Learning Outcomes provide the focus for our learning in all areas of the curriculum. In Literacy, these Outcomes are shared verbally and visually with all learners at the beginning of the lesson to provide them with the direction and purpose of the lesson. These Learning Outcomes are regularly referred to throughout the lesson to maintain focus, enable assessment and encourage learners to self-assess.

Success Criteria – In Literacy, we make use of Success Criteria to help our learners to clearly identify the steps they need to take to be able to address the Learning Outcome. These criteria are continuously are regularly referred to throughout the lesson to maintain focus, enable assessment and encourage learners to reflect on their own progress toward the Learning Outcome. Whilst these key features may be pre-determined by the teaching staff, where possible, the learners will be supported to identify the key features they should include in their writing to help them to create their own Success Criteria, increasing ownership over learning.

Targets – Learners are provided with individualised Literacy targets for them to work towards in their learning. These targets reflect our pupils on their learning journey as they progress through the school, from Early Years to KS4. Learners celebrate their progress towards these targets with their class teams.

Comprehension – At Gosden House, we strongly believe in reading ‘with, to and by’. This means staff reading with our learners, reading to our learners and learners

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reading to staff and fellow pupils. These all present opportunities for staff to assess reading and language comprehension, as staff make use of Blank’s Level Questions to extend, probe and check for understanding.

Evisense – Evisense is an online communication system that is child centric. This online system is used in class to evidence each pupil’s learning journey, allowing staff to share photographs and videos of the children’s Literacy work; paired, group or whole class.

Literacy Assessments – We have Literacy-specific assessments that are used to provide a detailed insight into different aspects of Literacy. Phonics Assessments, from Bug Club Phonics and Rapid Phonics, are used within our Primary and Secondary departments respectively to identify gaps in sound knowledge, difficulties in segmenting and blending, and use this information to create targeted Phonics groups. PM Benchmark is used to accurately track and assess pupils’ reading progress across the school, ensuring consistent and accurate levelling in reading. Learners also have a termly ‘Independent Write’, where they will complete a structured writing task building on previous learning. The use of these Literacy assessments give staff a clear understanding of the areas in which individual learners have particular strengths and areas for development, and enables them to plan to support all learners effectively.

Courses, Exams and Qualifications – As part of our Literacy offer at KS4, our learners benefit from the opportunity to sit Pearson’s Edexcel Entry Level 1, 2 or 3 exams in

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Functional Literacy. As a recognised centre, we are also able to offer Level 1 and Level 2 exams when appropriate. Wherever possible, we strive to ensure that our learners receive accredited qualifications that will aid them as they make their next steps to colleges, apprenticeships, internships and then the workplace.

Connecting Steps (BSquared) – Connecting Steps is our inclusive assessment software used to track and monitor attainment data, which supports meaningful communication with parents and other stakeholders and gives clear information about the progress our learners are making. This information is used by learning teams to inform planning and next steps, and is used alongside teacher judgement to form a holistic and cumulative view of where pupils are on their Literacy learning journey.

Watch Lists – Using BSquared data and teacher feedback, ‘Watch lists’ for every key stage are created to identify learners who are not making expected progress. The literacy ‘watch’ list records and tracks the additional strategies and interventions in place to support progress for these learners.

Moderation - At Gosden House, we strongly believe in the value of moderating our Literacy progress across the school. We believe that moderation should be a positive and collaborative process, supporting our teachers in ensuring that their knowledge of the pupils in their classes and their progress in their learning is reflected appropriately in their assessment data. This process of collaborative discussion helps us to secure the consistency and accuracy of our judgements, provides reassurance of the validity

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of our data, and helps the whole team to gain a greater understanding of each individual learner, their successes and their learning needs.

EHCPs and ILPs – Literacy progress is celebrated during the Annual Review process as Literacy forms part of the ‘Communication and Interaction’ and ‘Cognition and Learning’ areas of need in Education, Health and Care Plans. For some learners, the development of specific Literacy skills may be a target in their Individual Learning Plans, where they will have a focus to work towards for a whole term.

As a school, we are proud of our learners and each individual step they make on their Literacy learning journey. We know that our pupils face a range of barriers when building their Literacy skills, and so we see it as essential that each of our learners is aware of and able to celebrate their personal progress.

IN LITERACY, HOW WILL OUR GOSDEN GRADUATE BENEFIT FROM THEIR SKILLS AND KNOWLEDGE IN THE FUTURE?

Our Literacy curriculum is designed with a holistic view of our Gosden Graduate at the very centre, with a specific focus on the skills and knowledge that we believe is essential for our learners to have to start their futures on the right foot.

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I will learn and know how to use early Literacy skills to support my growing confidence



I have functional Literacy skills, so can manage and communicate effectively with spoken and written language in everyday life and the workplace.



I have some work based skills and qualifications to help me take my next exciting step when I leave Gosden.



I have functional ICT skills. I can use these skills in ways to help me engage with technology

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I am developing life skills to help me now and in the future so that I can lead a full



I have the skills to be confident in my community and feel valued in making positive
the world outside my door and I want to play a part!

Throughout their learning journey at Gosden House, our Gosden Graduate has developed a secure and functional understanding of Literacy. They have accessed an ambitious, engaging and inspirational curriculum and consistently nurtured what will be a life-long love of Literacy. The inclusion of seminal world literature and other key texts increases shared experiences with peers in the outside world. A consistent focus on real world implications means that each Graduate is equipped with the skills they need to lead fulfilling and independent lives, and is a confident and competent communicator.

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